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ABSTRACT

Based on the New York State homemaking-family living curriculum, this collection of thirty-six sample food and nutrition modules are the fifth in a series of curriculum planning guides. Organized by instructional level (grades 9-12) and by food and nutrition content emphasis (management, buymanship, leisure, career, health and safety, and relationships), there are two modules for each content emphasis at each of three instructional levels. Each module contains learning and behavioral outcomes, suggested classroom and Future Homemakers of America (FHA) learning experiences, and suggested measures of student progress. An introductory section includes "Steps in Planning a Course of Study," "Course Outline for Home Economics Education, Part I," "Guidelines for Evaluating and Editing Home Economics Modules," and a sample module format; all are discussed in greater detail in related documents. ED 140 066 and ED 140 069. A scope of learning chart showing suggested learning outcomes for each content emphasis precedes each instructional level section. Among the modules included are: Herbiology, Food in Your Future, Powers of Advertising, Supermarkets and Their Conscious Plan for You, Entertaining at Home, Your Future in Food and Nutrition, Success on the Job, Food Poisoning and You, Glorious Grains, Social Influences on Food, and Eating Out is Fun. (MEK)

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HOME ECONOMICS ECONOMICS EDUCATION

FOOD AND NUTRITION MODULES

Samples for Levels
III, IV, and V
fifth in a series

CE 024 211

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF OCCUPATIONAL EDUCATION CURRICULUM DEVELOPMENT / ALBANY, NEW YORK 12234

1979

HOME ECONOMICS EDUCATION

FOOD AND NUTRITION MODULES

Samples for Levels III, IV, and V



The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Curriculum Development
Albany, New York 12234
1979

MAR 31 1980

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FOREWORD

This publication, *Food and Nutrition Modules, Samples for Levels III, IV, and V*, is the fifth in a series of publications which explains the present curriculum planning process for home economics education for the schools of New York State, and provides resource materials to aid in course planning. The titles of all five publications appear in the Introduction.

The first two explain curriculum planning for the four subject areas and their six interrelated content emphases. The first volume deals with grades 5 through 8 and contains sample modules for all of the 24 subject matter categories. The second volume covers grades 9 through 12. It gives guidance for curriculum planning procedures and criteria for a Regent's diploma with a Group 2 major sequence in home economics education. That volume contains two course outlines of teacher-planned courses which were part of an extensive field test of the efficacy of the current curriculum planning guidelines. One of the courses (presented as models) had a subject-area focus, the other a content-emphasis focus. One instructional module was also included in that volume to serve as an example for new modules.

The third volume contains a variety of instructional modules for the human development subject area, illustrating interrelationships with the six content emphases.

The fourth publication, like the third, provides a variety of instructional modules to serve as resource material for planning courses in the housing, furnishings, and equipment subject area. The modules in that publication can be used as they are, can be adapted to fit the local situation, or can be models for producing other modules. The content of the present publication is similar to the fourth one but covers a different subject area -- food and nutrition.

All publications in the series deal with home economics as preparation for the occupation of homemaker rather than for the development of marketable skills.

The modules in this volume were selected from those produced by home economics teachers in workshops on the graduate level sponsored by the State Education Department. The modules were then revised by Bonnie L. Ptak, former home economics teacher at Randolph Central School, Randolph, New York, and former instructor in the nutrition and food science department, State University College at Buffalo.

A statewide curriculum advisory committee did the original planning for the series of which this volume is a part. Names of the members of that committee appear on page iv of *Home Economics Education Curriculum Planning Guidelines, Levels I and II*.

The curriculum design of this publication and of the series was the joint responsibility of the Bureau of Occupational Education Curriculum Development, G. Earl Hay, Chief, and of the Bureau of Home Economics Education, Elizabeth A. Brown, Chief. The subject matter content is the responsibility of the Bureau of Home Economics Education, particularly Pearl P. Campbell, Associate. E. Noah Gould, Associate in the first bureau named above, aided in organizing the content and then edited the manuscript and prepared it for publication. Comments about the publication and the series are solicited and should be directed to either Mr. Hay or Miss Brown.

Bureau of Occupational Education
Curriculum Development

Bureau of Home Economics Education

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INTRODUCTION

The present approach to the planning of programs and development of instructional materials in home economics uses four subject areas and six content emphases. The subjects areas are: Human Development; Housing, Furnishings, and Equipment; Food and Nutrition; and Clothing and Textiles. The content emphases are: Management, Buymanship, Leisure, Career, Health and Safety, and Relationships.

This approach to home economics curriculum planning replaces the approach described in *Home Economics Education Syllabus for a Comprehensive Program* published in 1965 and reprinted in 1972. However, the *Syllabus* remains a valuable reference for home economics education.

Specific suggestions for planning and writing home economics curriculum for State diploma credit are contained in two sections of this publication. They are "Steps in Planning a Course of Study" and "Guidelines for Evaluating and Editing Home Economics Curriculum Modules."

The titles of the volumes now completed in the Home Economics Curriculum series (including the present one, Vol. 5) are:

- Vol. 1. *Home Economics Education Curriculum Planning Guidelines, Levels I and II*
- Vol. 2. *Home Economics Education Curriculum Planning Guidelines, Levels III, IV, and V*
- Vol. 3. *Human Development Modules, Samples for Levels III, IV, and V*
- Vol. 4. *Housing, Furnishings, and Equipment Modules, Samples for Levels III, IV, and V*
- Vol. 5. *Food and Nutrition Modules, Samples for Levels III, IV, and V*

The five volumes contain *Scope of Learnings* charts. Such a chart usually covers one instructional level of one or more subject areas and shows suggested learning outcomes for each content emphasis. These charts and their locations in the five volumes are:

Levels	Subject Areas	Vol.	Pages
I and II	All four	1	16-17 and 52-53
I and II	All four	2	10-11 and 12-13
III, IV, and V	All four	2	14-37
III, IV, and V	Human Development	3	4-5, 28-29, and 50-51
III, IV, and V	Housing, Furnishings, and Equipment	4	10-11, 32-33, 54-55
III, IV, and V	Food and Nutrition	5	10-11, 26-27, 42-43

Definitions of terms used above are on pages 1-3 of both Vols. 1 and 2. Each of these two volumes also has a complete glossary of terms.

ARRANGEMENT OF THE PRESENT VOLUME (Vol. 5)

The content of this book is intended as an aid to home economics teachers on levels III, IV, and V (Grades 9 through 12). Some pages can be duplicated for student use, but the material is primarily for the teacher. The arrangement of the material is also for the teacher's convenience.

The Chart of Food and Nutrition Modules on the next page shows the titles of all modules in this book. Locations of the modules themselves are shown on the Contents page.

The sample modules are grouped by instructional level, and a Scope of Learnings chart precedes each group of modules. For each instructional level the sample modules are grouped by content emphasis in the order shown on the Contents page. At least two sample modules are given for each content emphasis.

CHART OF FOOD AND NUTRITION MODULES

Samples for Levels III, IV, and V

This chart shows the titles of all sample modules included in this book.
The Contents page shows where to find the modules themselves.

	CONTENT EMPHASES					
	MANAGEMENT	BUYMANSHIP	LEISURE	CAREER	HEALTH AND SAFETY	RELATIONSHIPS
Level III 5	Herbology Time — Use it Wisely	Becoming Pennywise When Purchasing Food Powers of Advertising	Buffet Entertaining Foods with a Flair	Food and Nutrition: A Challenging Career Choice Your Future in Food and Nutrition	Food Poisoning and You Food Preparation While "Roughing it"	A Food — A Tradition Social Influences on Food
Level IV	A Loaf of Bread Using Small Electrical Appliances	Be a Comparative Consumer Stretching Food Dollars	Entertaining at Home Gelatin Dishes	May I Serve You? Success on the Job	Glorious Grains Nutrition Can Taste Good!	Conversation at Mealtime Try Oriental Food — You Might Like it!
Level V	Food In Your Future Meals to Meet Special Needs	Buying Meat Supermarkets and Their Conscious Plan for You	Cakes for Special Occasions Special Occasion Teas	Effective Job Applications Wanted: Food Services Skills	Information Found on Food Labels Necessary Nutrients	Eating Out is Fun Foreign Foods

STEPS IN PLANNING A COURSE OF STUDY USING

*Home Economics Education Curriculum Planning Guidelines Levels I and II, 1974, and
Home Economics Education Curriculum Planning Guidelines Levels III, IV, and V, 1976*

	Pages for reference	
	Levels I & II	Levels III, IV, V
1. Collect needs analysis data. Draw implications for school, for home economics program, and for each course to be developed.	92,93,94 94	6,8 8,61,62
2. Identify appropriate learning outcomes (goals) from the Scope of Learnings chart for desired level.	16,17 52,53	10-37
3. Select or plan modules with appropriate behavioral outcomes. See instructions on how to state a behavioral outcome shown in "Guidelines for Evaluating and Editing Home Economics Curriculum Modules" on page 6 of this publication.	4	2,3,38,39 63
4. Plan additional module titles and develop other behavioral outcomes which relate directly to the learning outcomes identified. Estimate clock hours needed for each module. Use "Part II, Summary of Instructional Focus by Category" framework chart to record hours in each category.		69
5. Organize the course outline by using the Part I Course Outline sheet reproduced on page 5. Use a separate sheet for each category.		38,39,67,68
6. Complete "Part II, Summary of Instructional Focus by Category."		69,48,58
7. Develop course title that indicates course content and attracts interest.		
8. Complete "Application for Approval of Courses for State Diploma Credit" on form obtained from building principal.		66,41,49
9. Recheck to see that outline is comparable to one of the sample courses.		41-48;49-58
10. Submit outline, together with needs analysis data which supports the course planned, to: Chief, Bureau of Occupational Education Curriculum Development, State Education Department Albany, New York 12234		40

COURSE OUTLINE FOR HOME ECONOMICS EDUCATION PART I

TITLE of COURSE: _____

Instructional Level _____

Check one subject area course or one content emphasis course:

Subject area course: HD ____, HFE ____, FN ____, CT ____

Content emphasis course: M __, B __, L __, C __, HS __, R __

SUBJECT MATTER CATEGORY:

State course focus first, as in the following two examples:

Subject area course: FOOD AND NUTRITION/Buymanship

Content emphasis course: BUYMANSHIP/Food and Nutrition

LEARNING OUTCOMES:

MODULE TITLES	TIME	BEHAVIORAL OUTCOMES

Name of School

City _____

County

Date _____

GUIDELINES FOR EVALUATING AND EDITING HOME ECONOMICS CURRICULUM MODULES

FORMAT

Be sure that the format of each module agrees with that of the blank Module Format on page 8 and with that of the modules in this publication.

LEARNING OUTCOME

Locate on the proper Scope of Learnings chart the learning outcome that is to be the focus or goal of the behavioral outcomes sought by the module. Be sure that the learning outcome appears on the Module Format under the module title.

BEHAVIORAL OUTCOMES

Keep in mind that the *behaviors* resulting from the learning experiences in the course should be "from now on" *competencies*, not one-time occurrences which take place only during the course.

Be sure that each statement of a behavioral outcome:

- Identifies behavior that is directly related to the learning outcome guiding the planning of the module.
- Is a *visible* behavior.
- Ends in *s* to indicate that it is to be an ongoing competency after the classroom instruction is finished.
- Is not a behavioral objective (which is less broad) but *gives direction to establishing behavioral objectives*, which can be measured to demonstrate progress toward the behavioral outcome.
- Is numbered 1,2,3, etc. so that each suggested learning experience and each suggested measurement of student progress can be linked to the behavioral outcome they support.

SUGGESTED LEARNING EXPERIENCES

Be sure that:

- At least one learning experience is listed for each behavioral outcome.
- The wording is in terms of what the *student* will do, *not* what the teacher will do.
- The first word of each statement is a *verb without an s at the end* and indicates present action within the class structure.
- Each statement can be thought of as having the phrase "The student will ..." preceding it. That phrase should not be expressed because it would become monotonous.
- The learning experiences are in keeping with the behavioral outcomes sought and the instruction time available.
- The behavioral outcome to which a particular learning experience relates is indicated in parentheses (at the end of the learning experience statement) by the number that identifies the behavioral outcome.

- The learning experiences are of interest and relevance to both boys and girls.
- An FHA experience is included as the final learning experience in the list.
The FHA experience stated is in keeping with the goals and objectives of FHA and with the behavioral outcomes sought in the module.
The FHA member is not overburdened in comparison to classmates, and stands to gain enrichment and leadership opportunities.

SUGGESTED MEASUREMENT OF STUDENT PROGRESS

Be sure that:

- Measuring procedures and techniques are included to cover each behavioral outcome and indicate how much progress a student has made toward achieving the behavior competency specified.
- The behavioral outcome each measurement procedure covers is identified by number.

RELATED MODULE TITLES

Use this section to list related modules. Module titles listed should represent modules that have already been developed.

NOTE: Pages 9 and 70-74 in *Home Economics Education Curriculum: Planning Guidelines, Levels III, IV, and V* give detailed information about FHA, which is an integral part of a good home economics program.

MODULE FORMAT

Subject Area _____

Content Emphasis _____
Level _____ Hrs. _____

Module: (Title)

Learning Outcome: (from appropriate Scope of Learnings chart)

Behavioral Outcomes: (planned by teacher to lead to the Learning Outcome above)

Suggested Learning Experiences: (which will promote the behaviors identified in the Behavioral Outcomes listed above. Plan at least one learning experience for each Behavioral Outcome sought.)

FHA Experience: (related to the module focus and to FHA goals)

Suggested Measurement of Student Progress: (at least one assessment of progress toward achieving each Behavioral Outcome)

Related Module Titles: (when such modules are available)

SAMPLE MODULES FOR LEVEL III

SCOPE OF LEARNINGS CHART

Food and Nutrition, Level III

(Learning Outcomes for Homemaking-Family Living)

MANAGEMENT	BUYMANSHIP	LEISURE
• Know resources available for meal management and understand effective use. • Weigh alternative management procedures in planning and preparing and serving meals. • Weigh various table settings and food service procedures. • Understand effects of varying degrees of temperature and methods of storage on both fresh and prepared food. • Weigh alternative ways to use and care for appliances.	• Realize food purchasing practices are influenced by trends in food preparation and marketing. • Learn factors which contribute to cost and quality of food and food products. • Recognize choices available to furnish and equip kitchen and their relationship to home food consumption patterns.	• Appreciate the roles food plays in entertaining. • Enjoy success in food preparation and service with or without guests. • Research new ways to prepare and/or serve favorite types of food.

Level III

CAREER

- Recognize variety of occupations related to food and nutrition and levels of training required for each.
- Know personal qualities needed for success in food-related employment.
- Learn avenues available to acquire skills for specific types of jobs in food or nutrition industries or service agencies.
- Explore jobs that appeal to self in food or nutrition fields; or explore job characteristics in fields that relate to consumer economics or health.

HEALTH and SAFETY

- Understand relationship of RDA guidelines for use in meeting nutritional requirements of various individuals.
- Achieve ability to plan nutritionally adequate meals for self and others.
- Exemplify basic health practices.
- Know sanitary requirements related to both self and to food preparation, service, and storage.
- Be alert to safe procedures in regard to equipment arrangement, food preparation, and kitchen cleanup.
- Understand influences that contribute to the building of good nutritional habits and positive attitudes toward such habits.

RELATIONSHIPS

- Experience satisfaction in contributing to family meal.
- Recognize social forces which influence individual preferences and cultural patterns in food availability and acceptance.
- Appreciate cultural heritage of family.

FOOD AND NUTRITION

MANAGEMENT
Level III: 4 hours

Module: HERBOLOGY

Learning Outcome:

Understand effects of varying degrees of temperature and methods of storage on both fresh and prepared foods.

Behavioral Outcomes:

1. Identifies common herbs used in cookery.
2. Identifies techniques involved in using herbs in food preparation.
3. Prepares basic recipes with herbs.
4. Grows, gathers, and stores herbs.

Suggested Learning Experiences:

- Study books and magazines on herb cookery and growing. (1,2,3)
- Draw up a basic herb chart for 10 common herbs. (1,2)
- Prepare a soup or salad using specific herbs. (3)
- Plant seeds for easy-to-grow pot herbs. (4)
- Raise a number of plants, collect usable parts, dry and store properly. (1,4)
- FHA Experience: Share plants with parents and school members. Sell them as a money-making project, or give them away to neighbors or relatives. (4)

Suggested Measurement of Student Progress:

- Develop an herb chart. (1)
- Make large charts for departmental use. (1,2)
- Play "Sniff" game: Enclose specific herbs in envelopes (each in a separate envelope) and measure ability to identify them. Then give one use for each herb identified. (1)
- Design and decorate display case with books, articles, and dried and living plants. (1,2,3,4)
- Demonstrate food preparation in the laboratory, using herb recipes. (1,2,3)

Related Module Titles:

FOOD AND NUTRITION

MANAGEMENT
Level III: 2 hours

Module: TIME — USE IT WISELY

Learning Outcome:

Know resources available for meal management and understand effective use.

Behavioral Outcomes:

1. Lists steps involved in the development of workable time plans.
2. Designs time plans for the preparation of specific menus.
3. Analyzes the effectiveness of given time plans.
4. Uses time plans in meal preparation and service.

Suggested Learning Experiences:

- Observe a chart or transparency presentation which illustrates a sample time plan for a specific menu and explains the steps involved in preparing the food. (1)
- Prepare time plans for a variety of menus. (2)
- View a filmstrip or film on time management in food preparation such as *Mealtime Planning* by Betty Crocker. (1,3)
- View a videotape showing a group of students preparing a meal with the use of a time plan. Analyze the effectiveness of the time plan and suggest adjustments which might improve it. (1,3)
- FHA Experience: Construct a time schedule for the preparation of a lunch. Prepare and serve the lunch to a Head Start class. (4)

Suggested Measurement of Student Progress:

- Prepare time schedules for given menus. (1,2)
- Develop and use a checklist for analyzing time plan effectiveness. (1,3)
- Use a checklist to evaluate a videotaped time plan study. (3)
- Participate in a food preparation laboratory using a time plan. Evaluate the results using a checklist. (4,3)

Related Module Titles:

FOOD AND NUTRITION

BUYMANSHIP
Level III: 4 hours

Module: BECOMING PENNYWISE WHEN PURCHASING FOOD

Learning Outcome:

Learn factors which contribute to cost and quality of food and food products.

Behavioral Outcomes:

1. Reads and compares labels on food products.
2. Identifies quality characteristics that should be considered when purchasing fresh and processed foods.
3. Selects the food best suited to a specific use.
4. Compares the values and costs to consider in the purchase of convenience foods.
5. Prepares adequate food shopping lists.

Suggested Learning Experiences:

- Examine labels found on canned goods to determine the type of information available to the consumer. List ways this information can be of use to him or her. (1)
- List the key points in laws affecting preparation of food for the market including ingredients and labelling. (1,2)
- Visit a local market. Consider grades, visible quality characteristics, and prices, and then determine suitable uses for fresh, frozen, and canned food products. (1,2,3)
- Compare costs of convenience foods and home prepared products to determine pennies that might be saved and plan how these pennies might be used to improve the family's diet. (4)
- Compare store ads and determine the best buys of the week. Review ads from previous weeks to see how lead items vary from week to week. (3)
- Plan a week's menus for a family of three. Prepare a market order and determine the cost of the week's supply of food. (3,5)
- FHA Experience: Visit nearby markets and make notes for use in comparison shopping for supplies for a parent-FHA member dinner. (2,3,4)

Suggested Measurement of Student Progress:

- Complete a quiz on labeling law and government standards for grading. (1,2)
- Prepare a display chart comparing quality, cost, and uses of food products. (2,3)
- Evaluate store ads for determining the buys of the week. (3)
- Write an essay: "Saving Cents at the Market." (2,3,4)
- Complete a weekly market order for a family of three. Estimate the cost of this order. (2,3,4,5)

Related Module Titles:

Stretching Food Dollars
The Hidden Persuaders

FOOD AND NUTRITION

BUYMANSHIP
Level III: 3½ hours

Module: POWERS OF ADVERTISING

Learning Outcome:

Realize food purchasing practices are influenced by trends in food preparation and marketing.

Behavioral Outcomes:

1. Determines the role advertising plays in consumer behavior.
2. Estimates the cost advertising adds to a product.
3. Compares the quality and price of store brand items to nationally advertised items.

Suggested Learning Experiences:

- Compile a list of several items comparing the price of a store brand with a nationally advertised brand. Examine the items to compare quality. (3)
- Identify food products by listening to advertising slogans. (1)
- Listen to tapes of radio and TV commercials to analyze information given, expectations aroused, and personal image suggested by their use. (1)
- Listen to a representative from an advertising agency speak on the cost of TV and radio time and the cost of advertising in newspapers and magazines. Discuss reasons for differences. (2)
- Interview a number of families and compile a list of the reasons given by them for the purchase of selected items. Discuss the probable influence of advertising on their purchases. (1)
- FHA Experience: Display examples of advertising which contain information helpful to the shopper. (1)

Suggested Measurement of Student Progress:

- Prepare a simple advertising campaign for a new product and estimate the cost of the item with and without the advertising cost. Explain the procedure used to your classmates, state the effects you sought and how these affected the campaign. (1,2)
- Present interview information from family food shoppers to the class. (1)
- List the reasons why one should or should not purchase selected nationally advertised food items. (1,2,3)

Related Module Titles:

Becoming Pennywise When Purchasing Food

FOOD AND NUTRITION

LEISURE
Level III: 5 hours

Module: BUFFET ENTERTAINING

Learning Outcome:

Research new ways to prepare and/or serve favorite types of food.

Behavioral Outcomes:

1. Compares buffet food preparation and service to other forms of meal preparation for entertaining.
2. Arranges buffet tables to facilitate ease of self-service.
3. Plans and prepares simple buffets as part of entertaining and time management.

Suggested Learning Experiences:

- Visit your school cafeteria to observe its method of quantity food preparation and service. Discuss how this can be compared to buffet food and service. (1,2)
- Compare various buffet arrangements as to efficiency of service. (2)
- Plan and prepare a student and teacher guest buffet to take up one class period. (3)
- FHA Experience: Demonstrate buffet arrangements at local Girl Scout meetings or other community meetings. (2)

Suggested Measurement of Student Progress:

- Using a checklist, evaluate a mock buffet menu and setup by the teacher. Rearrange it for more efficient service and use of the time of the host or hostess. (2)
- Describe in writing the ways a favorite family meal can be changed into a buffet menu. Note food quantity, time plan, and food preparation changes. (1)
- Participate in planning and preparation of a class-planned guest buffet. (3)

Related Module Titles:

Foods With a Flair

FOOD AND NUTRITION

LEISURE
Level III: 5 hours

Module: FOODS WITH A FLAIR

Learning Outcome:

Appreciate the roles food plays in entertaining.

Behavioral Outcomes:

1. Determines the role food plays in the development of a party atmosphere.
2. Evaluates menus and prepared meals as to their suitability for entertaining.
3. Selects, prepares, and serves foods appropriate for entertaining.

Suggested Learning Experiences:

- View a filmstrip on party planning and discuss the points it makes. (1,2)
- Develop a rating scale to evaluate menus and prepared meals as to suitability for entertaining. (2)
- Plan menus for an evening of entertainment where food will play an important role. (1,2)
- Evaluate each others' menus considering nutritional value and proper party food selection. (2)
- Suggest fun activities teens enjoy involving food. (1)
- Plan, prepare and serve a meal where food plays an important role in entertaining. (3)
- FHA Experience: Plan and prepare a fondue party. Invite prospective FHA members as guests. Evaluate the party. (3)

Suggested Measurement of Student Progress:

- Prepare a bulletin board showing fun activities teens enjoy involving food. (1)
- Write a critique of foods served at an in-class or an at-home party. Evaluate the meal's appeal to guests and its suitability to a party theme and atmosphere. (1,2,3)

Related Module Titles:

Buffet Entertaining

FOOD AND NUTRITION

CAREER
Level III: 3 hours

Module: FOOD AND NUTRITION: A CHALLENGING CAREER CHOICE

Learning Outcome:

Recognize variety of occupations related to food and nutrition and levels of training required for each.

Behavioral Outcomes:

1. Identifies technical and professional food occupations.
2. Describes the educational background required for specific careers in food and nutrition.

Suggested Learning Experiences:

- Discuss responsibilities and training required for each of several food-related occupations. (1,2)
- Listen while a guest such as a hospital dietician, an armed forces food and nutrition home economist, or a school cafeteria director, depicts the tasks and training involved in his or her occupation. (1,2)
- Analyze curriculum brochures supplied by local colleges and technical schools to determine opportunities for skill preparation and for employment in food occupations. (2)
- Visit a college home economics department and a BOCES where food and nutrition careers are pursued. (2)
- FHA Experience: Sponsor an assembly program featuring a panel of a local employer, a chamber of commerce representative, an employment agency representative, and a BOCES instructor who discuss food and nutrition employment at the local level. (1,2)

Suggested Measurement of Student Progress:

- Write an essay entitled, "A Profession in Food and Nutrition," describing a particular occupation and training requirements for it. (1,2)
- Complete an objective test matching jobs in food and nutrition with their special training requirements. (1,2)
- Design a bulletin board showing four local jobs and pertinent information about them such as salary ranges, duties, training required, etc. gathered from the panel presentation (above) and other sources. (1,2)

Related Module Titles:

Your Future in Food and Nutrition

FOOD AND NUTRITION

CAREER
Level III: 4 hours

Module: YOUR FUTURE IN FOOD AND NUTRITION

Learning Outcome:

Learn avenues available to acquire skills for specific types of jobs in food or nutrition industries or service agencies.

Behavioral Outcomes:

1. Compiles lists of occupations related to food and nutrition.
2. Examines catalogs from schools of higher learning which offer training in food-related areas.
3. Develops questionnaires to interview persons employed in food-related occupations.
4. Interviews people employed in food and nutrition work, in regard to personal attitudes toward their occupations, and their training and background in the field.
5. Investigates occupations related to food and nutrition, the training needed for each, and places where the training may be obtained.

Suggested Learning Experiences:

- Develop a list of occupations related to food and nutrition using resource materials available in the library and guidance office. (1)
- Examine catalogs from institutions that offer post-secondary training in food and nutrition. Make a list of schools, the occupational training available, and the length of training period. Report findings to class. (2)
- Develop a questionnaire to be used in interviewing people employed in food and nutrition. Include: Attitudes toward job, amount of training and how obtained, and future ambitions. (3)
- Contact food and nutrition employees in the community, set up an interview schedule, and conduct interviews with them. Choose people for interviews who are working in occupations you are interested in. (4)
- Assemble the lists and interview data (from the learning experiences above) into a booklet. Include name of each occupation, training requirements, locations where training may be acquired, and interview results. (5)
- FHA Experience: Volunteer to study data collected by classmates on occupations in food and nutrition. Then deliver an oral presentation to elementary school classes in conjunction with units in career education. (4,5)

Suggested Measurement of Student Progress:

- Write an essay describing your favorite food and nutrition occupation. Explain why this occupation is of particular interest and the avenues of training required. (2,3,4)
- Contribute to a class booklet including for food-related occupations: descriptions, training requirements, and interview results. (1,2,3,4,5)

Related Module Titles:

Food and Nutrition: A Challenging Career Choice

FOOD AND NUTRITION

HEALTH and SAFETY
Level III: 2½ hours

Module: FOOD POISONING AND YOU

Learning Outcome:

Know sanitary requirements related to both self, and to food preparation, service, and storage.

Behavioral Outcomes:

1. Determines the types and causes of food poisoning.
2. Identifies the symptoms of food poisoning.
3. Uses preventive measures against possible food poisoning in the kitchen.
4. Establishes and follows appropriate procedures for dealing with food poisoning.

Suggested Learning Experiences:

- Research and report to the class on causes and symptoms of food poisoning. (1,2)
- Examine laboratory facilities, equipment, standards, and techniques for possible contributory causes of food poisoning, and make improvements. (3)
- Develop an emergency plan to follow, after listening to a lecture by a nurse-teacher on the identification and treatment of food poisoning. (4)
- FHA Experience: Sponsor a community program by a local emergency squad on common home accidents. (3,4)

Suggested Measurement of Student Progress:

- Present an oral report to the class on findings about food poisoning, its causes and symptoms. (1,2)
- Complete an objective test on causes, symptoms, and treatment of food poisoning. (1,2)
- Develop a checklist of kitchen safety and sanitation standards for use in evaluating kitchens at home and at school for poison prevention. (3)
- Demonstrate care in handling food and equipment to eliminate the danger of contamination. (3)

Related Module Titles:

FOOD AND NUTRITION

HEALTH and SAFETY
Level III: 5 hours

Module: FOOD PREPARATION WHILE "ROUGHING IT"

Learning Outcome:

Be alert to safe procedures in regard to equipment arrangement, food preparation, and kitchen cleanup.

Behavioral Outcomes:

1. Identifies appropriate cooking devices for outdoor cooking.
2. Uses safe outdoor cooking practices.
3. Demonstrates safe storage and cleanup procedures.
4. Plans and prepares nutritionally balanced meals out of doors.
5. Evaluates outdoor foods and food practices as they relate to health and safety.

Suggested Learning Experiences:

- Study and demonstrate the care and operation of several cooking devices. (1,2)
- Observe, then demonstrate appropriate and safe procedures for preparing wood and charcoal fires. (1,2)
- Study, and then demonstrate safe outdoor storage of foods. (3)
- List and practice safe procedures of "campsite kitchen" cleanup. (3)
- Plan and prepare outdoor meals using field equipment and previously practiced learnings. (1,2,3,4)
- Discuss reaction to the meals prepared as to taste, aesthetic appeal, work involved, and effective application of previous learnings. (5)
- FHA Experience: Plan and demonstrate at a chapter meeting a "backpack buffet" using freeze-dried meals. (1,2,5)

Suggested Measurement of Student Progress:

- Complete a multiple choice test on outdoor food storage, cooking methods, fires, and fuels. (1,2,3)
- Write an essay entitled: "Roughing it With Foods — Like it or Lump it." This would be concerned with the pros and cons of outdoor food preparation practices. (5)
- Evaluate the planning and preparing of a meal outdoors. (4)

Related Module Titles:

Food Poisoning and You

FOOD AND NUTRITION

RELATIONSHIPS
Level III: 4 hours

Module: A FOOD — A TRADITION

Learning Outcome:

Appreciate cultural heritage of family.

Behavioral Outcomes:

1. Depicts the impact cultural beliefs have made upon family foods and habits.
2. Prepares cultural foods which are family favorites.
3. Broadens food consumption pattern by including foods from other cultures.

Suggested Learning Experiences:

- Identify one culture and explain the impacts it has made upon family beliefs and habits. (1,3)
- List specific cultural foods prepared at home. (1)
- Choose one cultural food. Study its reflection of cultural beliefs and practices. (1)
- Prepare a family's favorite cultural food. Share it with the class in a "smorgasbord" atmosphere. (2,3)
- FHA Experience: Prepare a recipe booklet of food favorites of various cultures. (1,2,3)

Suggested Measurement of Student Progress:

- Present a report to the class explaining the influences of cultural background upon family food. (1)
- Participate in food preparation and present a "smorgasbord" sharing experience of cultural foods. (1,2)

Related Module Titles:

FOOD AND NUTRITION

RELATIONSHIPS

Level III: 3 hours

Module: SOCIAL INFLUENCES ON FOOD

Learning Outcome:

Recognize social forces which influence individual preferences and cultural patterns in food availability and acceptance.

Behavioral Outcomes:

1. Determines ways in which food habits are influenced by educational, social, and cultural environments.
2. Describes nutritionally adequate alternatives to food supply of various cultures while honoring dietary restrictions.

Suggested Learning Experiences:

- Study and discuss ways in which food habits may be influenced in various cultures and localities. Consider educational, social, and cultural impacts. (1)
- Plan menus which are nutritionally adequate for localities where certain foods must be avoided because of cultural or religious customs, dietary patterns, or availability. Consider application of this knowledge to people in impoverished areas. (1,2)
- Experiment with use of surplus commodities in foreign recipes for use by persons at work in the Peace Corps or foreign aid agencies. (1,2)
- FHA Experience: Design a display about a culture, its dietary restrictions, and cultural foods. (1)

Suggested Measurement of Student Progress:

- Choose a country, study its dietary restrictions, and plan a day's menu using the foods available in that country. (1,2)
- Prepare a recipe using surplus foods which would be available in the country chosen above. This might involve foods sent from the U.S., for example. (2)

Related Module Titles:

Foreign Foods

SAMPLE MODULES FOR LEVEL IV

SCOPE OF LEARNINGS CHART

Food and Nutrition, Level IV

(Learning Outcomes for Homemaking-Family Living)

MANAGEMENT	BUYMANSHIP	LEISURE
• Know nutrition preserving procedures related to storage, preparation, and serving of foods. • Apply principles and follow procedures for food preparation. • Organize mealtime for efficiency, comfort of participants, casualness, formality, according to appropriateness. • Recognize benefits to be derived from managing resources according to researched and recommended procedures. • Practice recognized standards for food preparation. • Evaluate contributions and care required of appliances used. • Know how to organize work areas and tasks to meet task objectives effectively.	• Understand how social economics and marketing forces influence food selection and consumption. • Known factors influencing expenditures for food. • Learn which foods are nutritively comparable to more widely accepted expensive foods. • Assess cost differences for similar food between that prepared completely at home, bought in various stages of preparedness, or eaten in various types of meal service institutions.	• Comprehend the various roles food plays in enjoying family and friends. • Realize possibilities for growth and self-expression through food preparation and service. • Develop variations of tried basic recipes, or use new recipes employing learned principles for varying.

Level IV

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Know competencies needed to serve food in homes, restaurants, institutions. • Appraise personal qualities and potentials which contribute to employability in various nutrition and meal management occupations. • Compare costs and entrance requirements of various post-secondary training possibilities for a variety of jobs related to management of food service institutions or to dietetic opportunities.	• Know dietary requirements of self and individuals of family, and be able to plan or select meals to meet these requirements. • Help children develop nutritional eating habits. • Recognize the relationship of proper tools to safety during food preparation. • Compare types of food preparation, composition, flavor, and appearance of home-prepared food with institution-prepared food. • Recognize where home-prepared food can be made to serve individual needs better than institution- or commercial-prepared food or vice-versa.	• Recognize food preparation skills as an avenue for communicating with others. • Appreciate opportunity mealtime provides for family interaction. • Accept the behavior of other persons, groups, and culture as it relates to established mores of food preferences and consumption patterns. • Become personally acquainted with individual dishes and/or meals that are typically served in a variety of ethnically different cultures or subcultures.

FOOD AND NUTRITION

MANAGEMENT
Level IV: 3½ hours

Module: A LOAF OF BREAD

Learning Outcome:

Apply principles and follow procedures for food preparation.

Behavioral Outcomes:

1. Describes the principles involved in the preparation of yeast breads.
2. Prepares an evaluation scorecard for yeast breads.
3. Prepares yeast breads.
4. Evaluates yeast bread for quality, for adherence to procedures of preparation, and for the effects of these procedures.

Suggested Learning Experiences:

- Study an illustrated reading assignment on the principles of yeast bread preparation. (1)
- Observe a teacher demonstration of the preparation of yeast breads including discussion which may follow it. (1)
- View and discuss a film showing the principles underlying the preparation of yeast breads. (1)
- Prepare a scorecard for the evaluation of yeast breads. (2)
- Prepare yeast bread in class and evaluate it by using the scorecard. In instances of poor quality, pinpoint procedural errors which may be the cause of the problems. (2,4)
- FHA Experience: Prepare yeast rolls to be served at the annual FHA banquet. Freeze them, if necessary. (3)

Suggested Measurement of Student Progress:

- Complete objective questions on the principles of yeast bread preparation. (1)
- List characteristics of correctly prepared yeast breads. (2)
- Using the scorecard developed in class, rate finished yeast breads. (3)
- Demonstrate understanding of yeast bread preparation and quality characteristics through class activities during the preparation and evaluating of yeast bread. (3,4)

Related Module Titles:

Glorious Grains

FOOD AND NUTRITION

MANAGEMENT
Level IV: 8 hours

Module: USING SMALL ELECTRICAL APPLIANCES

Learning Outcome:

Evaluate contributions and care required of appliances used.

Behavioral Outcomes:

1. Evaluates the usefulness of small electrical appliances for specific needs.
2. Demonstrates proper use and care of small electrical appliances.
3. Lists aspects to consider when purchasing small appliances.

Suggested Learning Experiences:

- Complete a pretest on use, care, and selection of small appliances. (1,2)
- View then discuss a filmstrip on the purposes, cost, and care of small appliances. (1,3)
- View a teacher demonstration of the use, care, and selling features of an electric fry pan, a blender, and a food processor. (2,3)
- Plan and present a demonstration concerning the use, care, and special features of a small appliance. (2,3)
- Develop a rating sheet for appliances. Use the sheet as class members demonstrate various appliances. The rating sheet should compare: number of uses, prices, wattage, and care of the appliances demonstrated. (3)
- FHA Experience: Display small appliances in the school showcase. Include information on cost, the uses labels serve, care, and safety features; also, include other pertinent information that would influence selection and use. (1,3)

Suggested Measurement of Student Progress:

- Complete a written evaluation on the use, care, and selection of small electric appliances. (1,2,3)
- Participate in the demonstration assignment. Also respond to the demonstration of appliances by others. (1,2,3)

Related Module Titles:

FOOD AND NUTRITION

BUYMANSHIP
Level IV: 7 hours

Module: BE A COMPARATIVE CONSUMER

Learning Outcome:

Learn which foods are nutritively comparable to more widely accepted expensive foods.

Behavioral Outcomes:

1. Practices continuous watchfulness for improvement of buymanship practices.
2. Selects foods which offer adequate nutrition for small amounts of money.
3. Compares convenience foods with similar foods prepared from scratch and makes choices according to specific needs.

Suggested Learning Experiences:

- View filmstrip and discuss the brochure "Make the Most of Your Food Money" put out by the Evaporated Milk Association. (1)
- Plan menus for a family of four for one week. Make a grocery list from the menus. Visit a supermarket or use advertisements to find food prices. Total the food prices and attach tape to menu and shopping list. (1)
- Analyze the menus planned and select one menu which is both nutritious and economical. Prepare this menu in class. Compare taste, cost and attractiveness with a purchased frozen meal of comparable products. (2)
- Cook four brands of frozen meat pies. Weigh, measure, and count all their ingredients. Also, compare nutrition information on the package labels. Tabulate on a grid for comparison. (2)
- Make a meat pie from scratch, using meal leftovers if suitable ones are on hand. Compare time, cost, quality, and quantity of ingredients with the frozen meat pies analyzed. (2,3)
- FHA Experience: Prepare filmstrip or slides and tape on the comparison of purchased and homemade meat pies to use in consumer education classes. (1,3)

Suggested Measurement of Student Progress:

- Evaluate the menu planning and preparations. Include such aspects as nutrition, cost, service, taste, preparation time, color, texture, temperature, and adequacy of quantity of food. (2,3)
- Write a paper on the advantages and disadvantages of convenience foods giving examples of when they may be better choices than foods that require total preparation, and when not. (1,2)

Related Module Titles:

Becoming Pennywise When Purchasing Food
Stretching Food Dollars
Supermarkets and Their Conscious Plan For You

FOOD AND NUTRITION

BUYMANSHIP
Level IV: 4 hours

Module: STRETCHING FOOD DOLLAR

Learning Outcome:

Understand how social economics and marketing forces influence food selection and consumption.

Behavioral Outcomes:

1. Compares prices of common foods in poor, average, and affluent neighborhoods.
2. Identifies factors that influence price differences and food availability in various neighborhoods.
3. Explains the ways that local food programs may help to alleviate some problems in food financing.
4. Explains ways of getting more nutritious and more appetizing foods from the food dollar.

Suggested Learning Experiences:

- Listen to a social worker discuss the school lunch, food stamps and senior citizen food programs available to citizens in the community who need them. (3)
- Survey prices on the same day of identical food items in poor, average, and affluent areas. (1)
- Search literature for information and draw on your personal experiences to explain why it is difficult and frequently more expensive to buy a variety of fresh and wholesome food in a poor neighborhood. Discuss. (2)
- Participate in a panel discussion: Why the poor often pay higher food prices. (2,4)
- FHA Experience: Invite the local supermarket manager and two mothers to speak to the class on ways of developing helpful food buying habits. (4)

Suggested Measurement of Student Progress:

- Review newspaper articles on the local senior citizens food program and report to the class. (3)
- Make a bar graph to show price differences of common foods bought in different socioeconomic areas. (1)
- Role play: Why poor people shop in their own neighborhood even if prices and selections are better elsewhere. (2,4)
- Using the daily newspaper, write a report on the best food buys of the week and post it along with tips on stretching the food dollar. (4)

Related Module Titles:

Information Found on Food Labels
Buy by Grade

FOOD AND NUTRITION

LEISURE
Level IV: 5 hours

Module: ENTERTAINING AT HOME

Learning Outcome:

Comprehend the various roles food plays in enjoying family and friends.

Behavioral Outcomes:

1. Describes ways family and friends can be happily entertained at home.
2. Identifies rewards of leisure time spent with family and friends.
3. Develops further skills in preparing and serving food for the family and in entertaining guests at home.
4. Determines costs of at-home entertainment and compares with other kinds of entertainment available in the community.

Suggested Learning Experiences:

- Brainstorm and make a list of ways one can entertain at home. (1)
- Suggest ways home entertaining can develop genuine friendship and understanding among family members and guests. (2)
- Develop a list of party foods for the at-home entertainer who plans and prepares the food. (3)
- Divide into groups and plan at-home entertainment for a specified group of friends or relatives. Estimate the costs. Discuss the plans with the class. (3,4)
- Plan and prepare a buffet supper, outdoor barbecue, or other food activity. Incorporate ideas and plans made by groups in preceding activities. (1,3)
- Analyze and determine costs and other factors involved in selecting equipment for entertaining such as fondue sets, indoor or outdoor grills, coffee service, etc. (4)
- FHA Experience: Plan and put on a tea for parents and faculty during a school open house. (3)

Suggested Measurement of Student Progress:

- Prepare individual plans for an entertaining-at-home event including market order and computation of costs. (3,4)
- Write an essay entitled: "Food, Fun, and Friends," showing the ways family and friends can be entertained at home. Describe the benefits of this kind of activity and considerations that might influence types of entertaining. (1,2)

Related Module Titles:

Conversation at Mealtime
Buffet Entertaining

FOOD AND NUTRITION

LEISURE
Level IV: 4 hours

Module: GELATIN DISHES

Learning Outcome:

Develop variations of tried basic recipes, or use new recipes employing learned principles for varying.

Behavioral Outcomes:

1. Identifies various roles that gelatin dishes can play within a meal pattern.
2. Demonstrates skill and understanding of the techniques involved in preparing gelatin dishes.
3. Creates a variety of tasty and attractive gelatin dishes.

Suggested Learning Experiences:

- Complete a pretest on terms and techniques used in preparing gelatin dishes. (2)
- View a filmstrip on making gelatin food products. (2)
- View demonstrations of whipping gelatin and of unmolding gelatin dishes. (2)
- Prepare gelatin dishes for various parts of a meal, using basic principles and techniques. (1,3)
- Sample and evaluate the gelatin dishes prepared, using a scorecard. (3)
- Plan recipes with variations and new recipes and share them with fellow class members. (1,2,3)
- FHA Experience: Prepare and serve a no-bake cheesecake at the next FHA meeting. (2,3)

Suggested Measurement of Student Progress:

- Complete pretests and posttests on terms and techniques used in preparing gelatin dishes. Discuss comparative results after the posttest. (2)
- Design a bulletin board showing various uses of gelatin in meals and in entertaining. Discuss learnings that the various uses can convey. (1)
- Prepare a "Gelatin Dish" Booklet including principles, techniques, recipes, and suggestions for serving. (2,3)

Related Module Titles:

FOOD AND NUTRITION

CAREER
Level IV: 3½ hours

Module: MAY I SERVE YOU?

Learning Outcome:

Know competencies needed to serve food in homes, restaurants, institutions.

Behavioral Outcomes:

1. Identifies skills needed for food service.
2. Appraises personal qualities needed in food services.
3. Identifies jobs available in food services.

Suggested Learning Experiences:

- Visit a local restaurant to talk with the manager and to observe skills needed in preparing and serving food. (1)
- Role play the parts of the customer and the food service worker in food service situations. (1,2)
- Prepare a list of skills and personal qualities needed in food services. (2)
- Practice skills needed in food service jobs, or assist school food service manager. (2)
- Identify local jobs available in food services. (3)
- FHA Experience: Dine at a restaurant to observe skills essential for restaurant work and to practice being a model customer. (1,2)

Suggested Measurement of Student Progress:

- Complete a quiz on qualities and skills needed for full or part-time work in food services. (1,2)
- Submit written report of field trip including job prospects in the area and the skills and personal qualities required for the jobs. (1,2,3)
- Evaluate role playing activity. (1,2)

Related Module Titles:

Success On The Job
Wanted: Food Services Skills

FOOD AND NUTRITION

CAREER
Level IV: 3 hours

Module: SUCCESS ON THE JOB

Learning Outcome:

Appraise personal qualities and potentials which contribute to employability in various nutrition and meal management occupations.

Behavioral Outcomes:

1. Identifies personal qualities essential in getting and keeping a job in a food service occupation.
2. Evaluates one's own potential as a food service employee.

Suggested Learning Experiences:

- Listen to a panel of employers and/or teachers of food service occupations discuss personal qualities expected in a food service worker. (1)
- List personal qualities that you have observed or consider essential to obtain employment in a food service job. (1)
- Develop a checklist of personal qualities of a food service worker and make a usable rating sheet for these qualities. (1)
- Rate yourself on the checklist and identify qualities which need development or improvement. (2)
- Role play realistic occupational situations involving personal qualities. Identify personal qualities in the employee and estimate the effect of these qualities on the potential employer and on other employees. (1)
- FHA Experience: Sponsor a talk by an appropriate resource person to discuss and demonstrate attire, grooming techniques, posture, and manners effective for job interviews. (1)

Suggested Measurement of Student Progress:

- List six or eight personal qualities that are important to success in food service jobs. Explain why they are important. (1)
- Evaluate role playing of occupational situations. Discuss changes that could make for improvement. (1,2)

Related Module Titles:

FOOD AND NUTRITION

HEALTH and SAFETY
Level IV: 3 hours

Module: GLORIOUS GRAINS

Learning Outcome:

Know dietary requirements of self and individuals of family, and be able to plan or select meals to meet these requirements.

Behavioral Outcomes:

1. Determines importance of grains in diets of various cultures.
2. Compares calorie and nutrient content of grains and grain products.
3. Plans, prepares, and evaluates foods made from grain products.
4. Develops and/or uses a buyers' guide to grains, when planning meals and shopping.

Suggested Learning Experiences:

- Examine research materials and foreign cookbooks. Make notes on the importance of grains in the diet. Report to class on the past and present dietary uses, the nutritional value, and health claims for grains. (1,2)
- Use nutrient charts to determine values of grain products. Plan meals of high nutritive value using some grains. Explain how nutrient value of foods can be improved by the use of grains. (2,3)
- Plan and prepare foods using grain products for appetizers, soups, main dishes, bread, and dessert. Evaluate time, costs, and acceptability. (3)
- Visit supermarkets, health food stores, and foreign food stores. Assemble buyers' guide to grains. (4)
- FHA Experience: Specify market unit, volume, price, and storage requirements in a display made from information assembled by the class for grains in grocery stores. (1,4)

Suggested Measurement of Student Progress:

- Report on: the history of grains and their contribution toward good health and disease prevention. (1)
- Chart a comparison of nutrient values of grains. (2)
- Evaluate taste and appeal of grain foods. List grain product components and their dietary functions. (The buyers' guide can also include this information.) (4)
- Prepare a grain food product to achieve the most in nutrition, eye appeal, and taste appeal. (3,4)

Related Module Titles:

A Loaf of Bread

FOOD AND NUTRITION

HEALTH and SAFETY Level IV: 6 hours

Module: NUTRITION CAN TASTE GOOD!

Learning Outcome:

Help children develop nutritional eating habits.

Behavioral Outcomes:

1. Identifies foods which are nutritious as well as pleasurable for younger children.
2. Explains the importance of good nutrition for the healthy life of younger children.
3. Plans and prepares presentations that inform younger children of good nutritional habits.
4. Assists younger children in preparing and sampling nutritious food products.

Suggested Learning Experiences:

- Observe children at home, in cafeterias and restaurants, and while babysitting to determine the kinds of foods they enjoy eating. (1)
- Read nutrition books to determine the food and nutrient requirements of younger children. Then determine what foods they enjoy which contribute to health and well-being. (1,2)
- Spend some time with young children discussing, preparing, and sampling nutritious food products. Report results to class. (4)
- Prepare a bar graph on the nutritive value of foods eaten and enjoyed by most children. (1)
- Prepare and present puppet shows to explain to younger children the importance of proper nutrition. (2,3)
- FHA Experience: Organize a food FHA workshop to develop nutrition games for children. (1,2)

Suggested Measurement of Student Progress:

- Rewrite a recipe for a nutritious food so a child can easily follow it. (Possibly all the recipes can be put into a recipe book.) (1,4)
- Analyze the impact of the children's puppet show from a survey of the viewers about their eating habits and attitudes. (2,3)

Related Module Titles:

Necessary Nutrients

FOOD AND NUTRITION

RELATIONSHIPS
Level IV: 4 hours

Module: CONVERSATION AT MEALTIME

Learning Outcome:

Appreciate opportunity mealtime provides for family interaction.

Behavioral Outcomes:

1. Participates actively in conversation at meals.
2. Engages in pleasant mealtime conversation that interests and includes all members of the group at the table.

Suggested Learning Experiences:

- Present a written report evaluating the social atmosphere and table conversation at one or two meals, either experienced at home, noted in a restaurant, viewed in a movie, or read about. Answer specific questions on an outline form received before the assignment. (1,2)
- Brainstorm and then discuss various conversation topics that may be introduced at family meals. Discuss them with your own family and obtain their ideas about suitable topics and mealtime behavior. Pool the ideas with those of other class members. (1,2)
- Prepare and serve a simple meal to invited guests as an opportunity for class members to practice the art of conversation in a realistic social situation. Guided by an evaluation sheet prepared ahead of time, make mental notes of strengths and weaknesses. (1,2)
- FHA Experience: Lead a followup discussion and evaluation of the guest-meal event and then have a simulated improved session. (1,2)

Suggested Measurement of Student Progress:

- Evaluate each student's contribution to the conversation at class meals. (1,2)
- Record the conversation topics and the contributions of each member of your group at lunches in the cafeteria for a week. (1,2)
- Prepare an oral or written report which tells about the effects of this lesson on conversation at family meals and on meals when you dine out. (1,2)

Related Module Titles:

Entertaining at Home

FOOD AND NUTRITION

RELATIONSHIPS

Level IV: 3½ hours

Module: TRY ORIENTAL FOOD — YOU MIGHT LIKE IT!

Learning Outcome:

Accept the behavior of other persons, groups, and cultures, as it relates to established mores of food preference and consumption patterns.

Behavioral Outcomes:

1. Identifies the food habits of Oriental cultures.
2. Identifies the equipment and techniques peculiar to the preparation of Oriental food.
3. Prepares food representative of an Oriental culture.

Suggested Learning Experiences:

- View films which show the everyday food habits and patterns of Oriental cultures. (1)
- Invite someone of Oriental heritage to speak to the class (for example, a Chinese restaurant proprietor or an exchange student) about "Food Habits and Why They Exist." (1)
- See a demonstration of equipment used in Oriental food preparation and service involving for example: cleaver, wok, steamer, hibachi, and chopsticks. (2)
- Prepare Oriental foods to share with fellow class members. Use Oriental food preparation equipment and techniques. (3)
- Compare the various foods according to preparation techniques, ingredients, and taste. (1,2)
- FHA Experience: Select Oriental customs related to marriage, the family, or religion. Investigate them as they relate to food. Construct a display or coordinate an assembly program on the subject. (1,3)

Suggested Measurement of Student Progress:

- Complete a test matching Oriental cultures with types of food, patterns for meals, and food preparation techniques. (2)
- List food habits of several Oriental cultures. (1)
- Evaluate participation in the preparation and tasting of Oriental foods in the laboratory. (1)

Related Module Titles:

Social Influences on Food
A Food — A Tradition
Foreign Foods

SAMPLE MODULES FOR LEVEL V

SCOPE OF LEARNINGS CHART

Food and Nutrition, Level V

(Learning Outcomes for Homemaking-Family Living)

MANAGEMENT	BUYMANSHIP	LEISURE
• Utilize scientific guidelines for nutritive contributions when planning meals, selecting foods in the marketplace, storing, preparing, and serving foods. • Organize meal service for efficiency-comfort of participants, occasion, and available time. • Be alert to recent developments in food technology. • Recognize how food consumption practices are influenced by trends in marketing, advertising, and commercial food preparation. • Make adjustments in meal planning, preparation, and service to meet special needs of individuals and families. • Research various sources for suggestions on preparation of less well-known nutrition foods.	• Base judgment on knowledge and comparison when purchasing food. • Assess advantages and disadvantages for purchase and use of specific convenience foods versus homemade products. • Recognize the forces that affect cost and availability of food at given time periods and locales.	• Can plan, prepare, and serve appropriate foods for various types of entertaining. • Realize the potential in food for gift items. • Combine simple food with gracious styles in serving family or guests for social hours. • Develop repertoire of ideas involving usually stored food for quickly prepared refreshments to serve unexpected guests. • Utilize spare time and ability to follow new recipes to produce foods that please maker and consumer.

Level V

CAREER	HEALTH and SAFETY	RELATIONSHIPS
• Know the skills needed in various food occupations. • Assess factors that affect the job market in food occupations. • Learn how to assess own aptitude and use results for making applications to training institutions or for filling available positions. • Be alert to current employment opportunities dealing with food and/or nutrition.	• Know safety procedures required for food preparation. • Improve conditions where needed for safety in food preparation and service centers. • Keep food preparation and service equipment centers sanitary and orderly. • Know sources and functions of nutrients for optimum health. • Recognize functions of governmental agencies regarding inspection, safety of food, and protection of consumer rights. • Assume responsibilities for encouraging good marketing practices, regulations, and compliance with State and Federal consumer laws.	• Comprehend the nature of world food supplies and study ways to increase and distribute food more equitably. • Recognize importance of world-wide sharing of food resources. • Know considerations from which various table settings and serving patterns evolved and apply knowledge to current need or occasion. • Utilize food service opportunities to promote beauty, good companionship, and cheerful atmosphere. • Help make eating out occasions meaningful and happy for all. • Recognize the interrelatedness of world food supplies to international social and economic conditions.

FOOD AND NUTRITION

MANAGEMENT
Level V: 5 hours

Module: FOOD IN YOUR FUTURE

Learning Outcome:

Be alert to recent developments in food technology.

Behavioral Outcomes:

1. Identifies reasons for development of new food products on the market.
2. Compares nutritional contributions of traditional and convenience food items.
3. Examines nutritional problems related to diet and food.
4. Plans and prepares meals incorporating new food products, when appropriate.
5. Evaluates time, cost, energy, and acceptability of new food items.

Suggested Learning Experiences:

- Investigate to determine reasons why new foods have been developed. Form groups and report on the changes in society which have brought about changes in food industry. (1,3)
- Visit supermarkets and health food stores. List new products and their costs. Compile results. (1,5)
- Write to food manufacturers for nutrition information not listed on new food items. Compare nutritive contributions of new food items and traditional foods. Prepare a class display. (2)
- Identify some health-related disadvantages of certain convenience foods. Determine suitable substitutes that lack these disadvantages, but which compare well for skill and time required in preparation. (3)
- Plan and prepare one day's meals using textured soya proteins, and freeze-dried, compressed, and dried food items. Evaluate their acceptability on a rating scale for nutrition, taste, cost, and time for preparation. (4)
- FHA Experience: Interview science and distributive education teachers to determine science's role and business' role in development of new foods. Report to class. (1)

Suggested Measurement of Student Progress:

- Give oral report such as: "Convenience — At What Price?" "Why Food Technology?" or "Convenience Food: Brain-washed Need or Real Need?" (1,3,5)
- List some new food products and health foods, and comparable traditional food items. Compare preparation time, cost, and nutrient content. (2,5)
- Demonstrate the use of new food items. (4)

Related Module Titles:

Be a Comparative Consumer

FOOD AND NUTRITION

MANAGEMENT
Level V: 6 hours

Module: MEALS TO MEET SPECIAL NEEDS

Learning Outcome:

Make adjustments in meal planning, preparation, and service to meet special needs of individuals and families.

Behavioral Outcomes:

1. Investigates ways and reasons that individuals and families may vary in their meal planning, preparation, and serving.
2. Plans, prepares, and serves meals designed to meet special needs of families or individuals.

Suggested Learning Experiences:

- Conduct a written survey of community members to determine special health and dietary requirements to meet specific individual or family needs. Seek recipes and buying guides that are being used to meet these needs. (1)
- Identify special dietary needs being met through meal planning, preparation, and service by examining data from survey. (1)
- Listen as a hospital dietician discusses meal planning and management techniques involved in preparing special diets required by hospital patients. Consider ailments of the elderly, pregnant or lactating women, and diets required for particular ailments within the body. (1)
- Examine recipe books, nutrition books, journals, and grocery stores to develop solutions to special problems of families and individuals. (2)
- Examine commonly found needs of individuals or families and compile a recipe book and meal preparation schedule to meet their special needs. (2)
- With one or two partners prepare and serve one meal to meet a special need of an individual or family. As a class prepare meals to meet several different common needs such as for: low sodium, low fat, low sugar, bland, or other types of diets. (2)
- FHA Experience: Prepare a newsletter related to special dietary and health requirements of individuals and families. Include meal planning, preparation, and serving suggestions. (1,2)

Suggested Measurement of Student Progress:

- Prepare a recipe book including material to meet special meal and dietary needs of families and individuals. (2)
- Design a display chart showing possible solutions to specific dietary and health problems through meal planning, preparation, and serving. (1,2)
- Participate in planning, preparing, and serving of a meal to meet special needs of a family or individuals. (2)

Related Module Titles:

FOOD AND NUTRITION

BUYMANSHIP
Level V: 5 hours

Module: BUYING MEAT

Learning Outcome:

Base judgment on knowledge and comparison when purchasing food.

Behavioral Outcomes:

1. Differentiates between tender and less tender cuts of beef, lamb, and pork and explains reasons for differences.
2. Compares nutritive value of various prices and qualities of meats.
3. Lists quality characteristics and points for comparison for purchasing meats.
4. Compares the prices of tender and less tender cuts of beef, pork, and lamb at both a butcher shop and at a supermarket.

Suggested Learning Experiences:

- Study visual aids such as charts, overhead projections, filmstrips, and ditto sheets of beef, pork, and lamb carcasses to learn the names of cuts and their locations. Identify both tender and less tender cuts. (1)
- Identify bone shapes and sizes which indicate the degree of tenderness of a particular cut of meat. Consider other quality characteristics to compare when choosing meats. (1,3)
- Compare nutritive value of various kinds of meat, using a nutrient value chart as a reference. Discuss findings. Investigate new ways of using more of the less tender and less expensive meats. (1,2)
- Compare meat ground to order from selected lean meat with prepackaged hamburger of various prices sold in the same supermarket. Oven broil one pound of each separately and simultaneously to the well-done stage, carefully saving the drippings (separately accumulated). Weigh each cooked pound and compare with precooked weight. Figure the cost of a cooked pound of each. Compare flavors. Make buying guide conclusions. (2,3)
- Visit a butcher shop and a supermarket to compare prices and availability of various cuts of meat. Rate the differences in service rendered and in meat quality and freshness. (3,4)
- FHA Experience: Prepare a bulletin board using findings from the broiling of the several grades of ground meat. Place the bulletin board in a hall as a service to schoolmates. (2,3)

Suggested Measurement of Student Progress:

- Identify cuts of meat using flash cards. Indicate whether each is more or less tender. (1,3)
- Complete quiz on meat cuts and quality characteristics. (1,2,3,4)
- Given a 20-dollar meat budget, plan a week's meat purchases for a family of four using current newspapers and store flyers. Give reasons for your choices. (2,3)

Related Module Titles:

FOOD AND NUTRITION

BUYMANSHIP
Level V: 3 hours

Module: SUPERMARKETS AND THEIR CONSCIOUS PLAN FOR YOU

Learning Outcome:

Recognize the forces that affect cost and availability of food at given time periods and locales.

Behavioral Outcomes:

1. Analyzes supermarket circulars.
2. Identifies "traps" supermarkets plant for consumers.
3. Modifies shopping habits to combat subconscious desires.
4. Develops good shopping habits.

Suggested Learning Experiences:

- Compare newspaper ads for best buys of the week. (1,3)
- Investigate supermarket gimmicks. Report findings to class. Class reporters may want to include skits or visuals. (2,4)
- Observe shoppers in a supermarket, making notes on shopping behavior. (1,2)
- Discuss psychological feelings on which the supermarket plays. (1,2)
- Role play: Informed Shopper vs. Uninformed Shopper. (1,2)
- FHA Experience: Invite a consumer advocate to talk on shopping practices, or develop a consumer supermarket shopping behavior checksheet to be distributed and used for self-analysis and evaluation by shoppers. (1,2,3,4)

Suggested Measurement of Student Progress:

- Analyze the floor plan of a supermarket facility. (1,2,3,4)
- Differentiate between gimmicks and sales. (1,2,3,4)
- Compare two supermarkets for gimmicks and traps they set up for the consumer. (2,3)

Related Module Titles:

The Power of Advertising

FOOD AND NUTRITION

LEISURE

Level V: 4 hours

Module: CAKES FOR SPECIAL OCCASIONS

Learning Outcome:

Utilize spare time and ability to follow new recipes to produce foods that please maker and consumer.

Behavioral Outcomes:

1. Identifies various types of cakes according to their ingredients and function.
2. Gathers ideas for decorating cakes.
3. Demonstrates ability to create various types of cake decorations.
4. Makes and decorates cakes to suit specific occasions.

Suggested Learning Experiences:

- Look through cookbooks to find various types of cakes. List different types of cakes. (1)
- Name and discuss ingredients used in cakes of different types and determine the function of each ingredient. (1)
- Thumb through magazines, books, and cookbooks for ideas on cake decorating. (2)
- View a filmstrip on frosting a cake, then watch a live demonstration on decorating cakes. (2)
- Make a cake and frost and decorate it after some side practice. (2,3,4)
- FHA Experience: Auction off the cakes made by FHA members in a class. Add the money earned to the chapter's bank account. Discuss purchaser reactions to the cakes sold. (4)

Suggested Measurement of Student Progress:

- Complete several matching items matching type of cake with ingredients and baking function with ingredients. (1)
- Compile a file of cake decorating ideas. (2)
- Demonstrate your ability to make cake decorations. (3)
- Judge cakes made in class, using a standard evaluation sheet. (1,2,3,4)

Related Module Titles:

Foods With A Flair
A Holiday Tea

FOOD AND NUTRITION

LEISURE
Level V: 4 hours

Module: SPECIAL OCCASION TEAS

Learning Outcome:

Can plan, prepare, and serve appropriate foods for various types of entertaining.

Behavioral Outcomes:

1. Demonstrates ability to plan, prepare, and serve foods for special occasion teas.
2. Investigates further the importance of foods in entertaining.

Suggested Learning Experiences:

- View a filmstrip on foods and decorating ideas for a special occasion tea. List the ideas and start a resource file with them. (1,2)
- Investigate for ideas about foods for parties and teas. Add to the list already started. Create a display board consisting of pictures of foods suitable for holiday teas. (1,2)
- Discuss ways food creates common bonds between people at any age level, how it is a traditional part of gatherings in most cultures, and how it adds graciousness to entertaining. (2)
- Organize into committees and plan one menu per committee. Then select one menu as a class, prepare it, and give a tea. (1)
- FHA Experience: Serve food at a tea and identify yourselves as FHA members. (1)

Suggested Measurement of Student Progress:

- Complete a written problem: Given an entertainment situation, describe the types and amounts of food to be served, then list all steps in putting on a tea from invitations to goodbyes. (1)
- Evaluate a class tea using a rating sheet. (2)
- Write an essay on how food adds to graciousness in entertaining. (2)

Related Module Titles:

Buffet Entertaining

FOOD AND NUTRITION

CAREER
Level V: 1½ hours

Module: EFFECTIVE JOB APPLICATIONS

Learning Outcome:

Learn how to assess own aptitude and use results for making applications to training institutions or for filling available positions.

Behavioral Outcomes:

1. Compiles a list of personal attributes, experiences, or goals that may be included in a job application focusing on the food occupations world.
2. Lists aspects to consider and follow when filling out job applications.
3. Fills in job applications correctly and completely, and makes application for desired jobs in an effective and acceptable manner.

Suggested Learning Experiences:

- Prepare a resume including all past educational achievements and other experiences and talents that may be included on an application. Keep this list and use it as an aid in filing for jobs in the future. (1)
- Study various types of job applications and discuss the terms found on an application. (2,3)
- List information needed to fill out an application; for example, social security number. (2)
- Study several completed job applications. Discuss aspects of these applications that may persuade an employer to hire or not to hire a particular individual. (2)
- Discuss the relationships of personal appearance, language, attitude, and manners, to the outcome of job applications. (3)
- Fill in a job application. (3)
- Practice making personal applications via interviews. (1,3)
- FHA Experience: Sponsor a workshop on applying for jobs. (1,2,3)

Suggested Measurement of Student Progress:

- Evaluate your own written job application on neatness, penmanship, correct spelling, and important facts about yourself. Evaluate simulated personal interviews. Using a checklist, decide whether or not an employer would hire the applicants. (1,2,3)

Related Module Titles:

FOOD AND NUTRITION

CAREER
Level V: 4 hours

Module: WANTED: FOOD SERVICES SKILLS

Learning Outcome:

Know the skills needed in various food occupations.

Behavioral Outcomes:

1. Determines skills needed to perform in certain food related-occupations.
2. Categorizes job according to skills needed.
3. Prepares a career ladder and revises as needed.

Suggested Learning Experiences:

- Review resource materials available pertaining to food related occupations. (1)
- Interview workers who are available to school and community and are employed in food related occupations. (1,2,3)
- Listen to a panel of resource persons who employ people for food-related jobs as they speak of job expectations from employers' points of view. (1)
- Visit community institutions to observe food workers on the job and the types of food services given. (1,2)
- Organize findings on food-related occupations according to degree and types of skills required for each job and discuss similarities in findings. (2)
- Chart the jobs investigated to illustrate the hierarchy in food occupations and their related skills and expectations. (3)
- FHA Experience: Plan and prepare a showcase illustrating salable skills that can be acquired in home economics and their direct relationships to entry-level skills required for food-related jobs. (1,2)

Suggested Measurement of Student Progress:

- Prepare a study to identify skills required, levels of skills, and promotional possibilities of food-related occupations. (1,2,3)

Related Module Titles:

May I Serve You?
Success On The Job

FOOD AND NUTRITION

HEALTH and SAFETY
Level V: 3 hours

Module: INFORMATION FOUND ON FOOD LABELS

Learning Outcome:

Assume responsibilities for encouraging good marketing practices, regulations, and compliance with State and Federal consumer laws.

Behavioral Outcomes:

1. Investigates adherence to government regulations on packaged and canned foods.
2. Identifies coding systems for dating packages.
3. Distinguishes between store and nationally advertised brands, and compares content and cost.
4. Evaluates nutrition information on labels.
5. Selects products to meet specific needs regardless of brand and advertising.

Suggested Learning Experiences:

- View filmstrip "Learning from Labels," and list criteria for good descriptive labeling. (1)
- Bring in labels from packaged and canned foods and evaluate them in regard to helpful information for the consumer. (1,2,3,4,5)
- Visit local supermarket to see what canned and packaged foods are available and to compare the nutrition information found on labels. (2,3,4,5)
- Prepare a bulletin board or a collage on labels. (1,2,3,4)
- FHA Experience: Write an article for the school newspaper giving facts one should know about labeling. (1,2,3,4,5)

Suggested Measurement of Student Progress:

- Complete crossword puzzle on food labeling. (1,2,3,4,5)
- Evaluate labels from similar products, judging cost, nutritive value, number of servings, and uses. (1,2,3,4,5)
- Interpret coded markings on canned and packaged dairy items. (2)

Related Module Titles:

Food In Your Future
Be a Comparative Consumer

FOOD AND NUTRITION

HEALTH and SAFETY

Level V: 5 hours

Module: NECESSARY NUTRIENTS

Learning Outcome:

Know sources and functions of nutrients for optimum health.

Behavioral Outcomes:

1. Identifies the nutrients and their uses in the body.
2. Identifies nutritional deficiencies, diseases, and their symptoms, and keeps up-to-date by reading current reliable reports.
3. Records weekly food intake and analyzes it for nutrient content.
4. Plans nutritionally balanced meals.
5. Plans and prepares nutritional snacks that complement regular meals.

Suggested Learning Experiences:

- Discuss nutrients using worksheets on nutrients, their functions, and sources. (1)
- Study slides of deficiency diseases such as those from La Roche Laboratories. Discuss symptoms, possible cures, and precautionary measures to follow in meal planning and preparation. (2)
- Keep a record of three days of food intake. Analyze the nutrient efficiency of the food intake. Utilize National Dairy Council Food Nutrient Cards and make similar charts for some poor foods and some of the most nutritious foods consumed. (3)
- Prepare a nutrition bulletin board. (4)
- Plan and prepare simple nutritious snacks in the laboratory, with each pair of students doing something different. Chart the nutrient values of the snacks. (3,5)
- FHA Experience: Prepare a school display of a nutrient often lacking in the teenage diet. Include functions of the nutrient, a related deficiency disease, and foods rich in the nutrient. (1,2)

Suggested Measurement of Student Progress:

- Participate in a game matching pictures of food to related deficiency diseases or key nutrients. (1,2)
- Complete a food rating scale evaluating snacks for nutrient content. (4,5)
- Analyze school lunchroom menus for nutritive values. (1,3,4)

Related Module Titles:

Nutrition Can Taste Good

FOOD AND NUTRITION

RELATIONSHIPS

Level V: 4 hours

Module: EATING OUT IS FUN

Learning Outcome:

Help make eating out occasions meaningful and happy for all.

Behavioral Outcomes:

1. Evaluates reasons for eating in restaurants or other food service establishments.
2. Follows acceptable rules of behavior in public places.
3. Chooses acceptable dress for public places.
4. Selects eating places to meet needs.
5. Analyzes menus for nutritive value and cost, as well as taste appeal.
6. Increases self expression through a variety of food experiences.

Suggested Learning Experiences:

- List and discuss five reasons for eating in restaurants or other food service establishments. (1)
- Develop a checklist to use in visits to restaurants. (4)
- Visit different types of restaurants in your community to compare foods served, prices, atmosphere, and service methods. (4,6)
- Collect and display a variety of menus and define unusual menu terms. Compare costs and nutritive value of foods provided on each menu. (5,6)
- Interview the manager of a restaurant as to type of restaurant, menu, type of service, personnel, and costs. Report findings in a class presentation. (4)
- View film on etiquette and discuss acceptable behavior patterns and dress for public eating places. (2,3)
- FHA Experience: Visit a local French or other specialty restaurant as a group and report to class. (6)

Suggested Measurement of Student Progress:

- List reasons for eating out. (1)
- Develop a checklist to fit type of food, service, and cost of restaurant visited. (4)
- Compare eating in restaurants to eating in fast food establishments considering reasons, dress, behavior, cost, and time. (1,2,3,4,5)
- Design and display a bulletin board showing a comparison of nutritive value and cost for fast food establishment vs. formal restaurant. (5)
- Role play restaurant situation: Write menu, prepare recipe, serve, write check, act as manager, act as customer with a complaint, customer with inappropriate dress or behavior, and customer who is pleased with the service and food. (2,3,6)
- Write an essay: "This Restaurant Deserves a Tip because...." (1,4,5,6)

Related Module Titles:

Restaurant Careers
Good Manners
Foreign Foods

FOOD AND NUTRITION

RELATIONSHIPS

Module: FOREIGN FOODS

Level V: 3 hours

Learning Outcome:

Recognize the interrelatedness of world food supplies to international social and economics conditions.

Behavioral Outcomes:

1. Locates parts of world where U.S. gets part of its food supplies.
2. Cites factors which affect the importation of food products.
3. Analyzes what effect lack of certain imported food products would have on our daily diet.
4. Investigates a variety of food service establishments that feature foods of foreign nations and of subcultures.

Suggested Learning Experiences:

- Search library books, magazines, and newspapers about U.S. food imports and uses of them. Show the origin of these foods on a world map or bulletin board. (1,4)
- Read about and discuss world situations which could change relationships between nations and the shipment of food products. Invite a social studies teacher to expand on this and foster understanding of the interrelatedness of nations and world food supply. (1,2,3,4)
- Write to, visit, or listen to a U.S. Customs representative to determine what is involved in importing food products. (2)
- Choose familiar foods which are imported. Determine nutritive and social values of these foods in daily diet and whether we could substitute other foods. (3)
- FHA Experience: Plan a display showing others in your school how many foods common in our daily diet are imported. (1)

Suggested Measurement of Student Progress:

- Given a specific food, identify where it comes from and what food produced in the U.S. could be substituted for it in our daily diet if it were no longer available. (1,3,4)
- Essay: Given a world situation such as a war, crop failure, or strike, explain in some detail how a specific food could be or previously has been cut off from the U.S. (2)
- World map: Given a world map and a list of specific foods, show where each food originates. (1,4)

Related Module Titles:

Try Oriental Food, You Might Like It!
Influence on Food
Chinese Cooking Cues